

WHITE KNOLL ELEMENTARY

132 White Knoll Way
West Columbia, South Carolina 29170

GRADES K-5 Elementary School

ENROLLMENT 923 Students

PRINCIPAL Dr. W. Darrell Barringer 803-957-7700

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	18	1	0	0

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Average	Yes

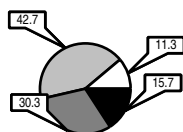
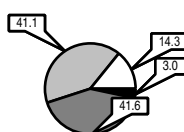
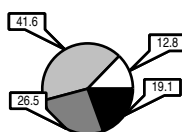
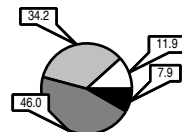
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	455	98.9	14.0	41.1	41.6	3.2	59.1	Yes	Yes
Gender									
Male	219	99.1	18.4	46.1	33.5	1.9	51.5		
Female	236	98.7	10.0	36.7	48.9	4.4	65.9		
Racial/Ethnic Group									
White	409	99.0	13.5	41.0	42.2	3.3	60.3	Yes	Yes
African-American	34	97.1	20.0	33.3	43.3	3.3	56.7	I/S	I/S
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	394	99.0	9.8	41.1	45.6	3.4	63.1		
Disabled	61	98.4	41.4	41.4	15.5	1.7	32.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	455	98.9	14.0	41.1	41.6	3.2	59.1		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	450	98.9	13.7	40.9	42.1	3.3	59.8		
Socio-Economic Status									
Subsidized meals	100	99.0	20.2	47.2	30.3	2.2	46.1	Yes	Yes
Full-pay meals	353	98.9	12.4	39.6	44.5	3.5	62.4		

Mathematics - State Performance Objective = 15.5%									
All Students	455	99.8	12.1	42.6	29.8	15.5	61.7	Yes	Yes
Gender									
Male	219	100.0	13.0	39.9	28.8	18.3	61.5		
Female	236	99.6	11.3	45.0	30.7	13.0	61.9		
Racial/Ethnic Group									
White	409	100.0	11.3	40.8	31.0	16.9	64.0	Yes	Yes
African-American	34	97.1	23.3	53.3	20.0	3.3	40.0	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	394	99.8	9.7	41.8	31.3	17.1	65.5		
Disabled	61	100.0	27.1	47.5	20.3	5.1	37.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	455	99.8	12.1	42.6	29.8	15.5	61.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	450	99.8	12.0	42.2	30.2	15.7	62.4		
Socio-Economic Status									
Subsidized meals	100	100.0	17.8	55.6	15.6	11.1	42.2	Yes	Yes
Full-pay meals	353	99.7	10.6	39.3	33.5	16.6	66.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	167	99.4	13.7	31.4	49.7	5.2	54.9
	Grade 4	167	99.4	28.7	36.9	33.1	1.3	34.4
	Grade 5	173	100.0	14.6	59.1	25.0	1.2	26.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	124	97.6	9.1	29.8	52.9	8.3	61.2
	Grade 4	163	99.4	12.5	40.6	45.6	1.3	46.9
	Grade 5	171	99.4	20.2	53.0	26.2	0.6	26.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	167	100.0	13.5	38.1	34.2	14.2	48.4
	Grade 4	167	100.0	21.5	42.4	19.6	16.5	36.1
	Grade 5	173	100.0	12.7	44.2	30.9	12.1	43.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	124	100.0	4.8	52.4	36.3	6.5	42.7
	Grade 4	163	99.4	8.8	45.0	27.5	18.8	46.3
	Grade 5	171	100.0	21.3	36.1	24.9	17.8	42.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 923)				
First graders who attended full-day kindergarten	100.0%	N/C	96.5%	100.0%
Retention rate	2.0%	Up from 1.8%	1.8%	2.7%
Attendance rate	96.1%	Up from 95.4%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		2.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.5%	3.5%
Eligible for gifted and talented	25.9%	Up from 23.0%	26.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.1%	Down from 3.8%	6.9%	8.2%
Older than usual for grade	0.3%	Down from 0.4%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 56)				
Teachers with advanced degrees	55.4%	Down from 55.7%	54.5%	51.4%
Continuing contract teachers	91.1%	Up from 90.2%	87.5%	87.5%
Highly qualified teachers**	98.0%	N/A	96.3%	95.0%
Teachers with emergency or provisional certificates	3.7%		0.0%	0.0%
Teachers returning from previous year	90.2%	No change	87.4%	86.7%
Teacher attendance rate	94.4%	Down from 94.8%	95.4%	94.9%
Average teacher salary	\$42,238	Up 0.7%	\$42,383	\$40,760
Prof. development days/teacher	16.7 days	Up from 12.2 days	11.2 days	12.4 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.4 to 1	20.6 to 1	18.9 to 1
Prime instructional time	89.1%	Down from 89.3%	91.1%	90.0%
Dollars spent per pupil*	\$5,733	Up 7.3%	\$5,563	\$6,044
Percent of expenditures for teacher salaries*	67.1%	Down from 68.7%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.5%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	94.2%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

During the 2003-2004 school year, students at White Knoll Elementary continued their quest for excellence. Our second annual Science Fair provided an opportunity for all students to excel in their understanding of the Scientific Method. A strong Science Committee provided leadership for this important project.

Students had multiple opportunities to reach out to the community through service projects that included the St. Jude's Mathathon, Relay for Life for Cancer Research, Jump Rope for Heart and others.

Our School Improvement Plan drives the improvement activities at our school. This plan is updated annually and describes the progress we made each year as well as our goals for the following year. You may read this information by visiting our Web site at www.lexington1.net/wke/wkehp.htm and clicking on "SACS Report."

The Measures of Academic Progress or MAP testing program has provided our teachers with invaluable information about the learning needs of our students. Teachers have carefully studied fall and spring scores and planned instruction appropriately.

This year we piloted a Targeted Remediation Program to provide additional academic assistance to students before the school day began. An initial review of the progress of this group of students indicates that their performance improved dramatically from fall to spring as measured by the MAP test.

As we look toward the 2004-2005 school year, we identify key areas for emphasis. We will: 1. implement incentives for improved attendance and reduction of tardies; 2. fully utilize the Data Warehouse to allow teachers to develop complete profiles of each student with respect to performance, attendance, etc.; 3. integrate content areas into Language Arts and Social Studies instruction in fourth and fifth grade; 4. participate in community service projects as a part of personal development; and 5. have more teachers complete the WKE Essential Skill Level 2 Technology program and demonstrate technology integration in the classrooms.

In spite of challenges due to decreasing budgets and increasing accountability, WKE students continue to excel. The strong support of parents and teachers and a vital PTA group make this success possible. The WKE School Improvement Council, under the leadership of Mrs. Judy Marsteller, Chair, contributes greatly to the success of our planning efforts.

W. Darrell Barringer, Ph.D., Principal

Mrs. Judy Marsteller, Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	53	123	69
Percent satisfied with learning environment	98.1%	91.8%	89.9%
Percent satisfied with social and physical environment	100.0%	92.6%	91.2%
Percent satisfied with home-school relations	98.1%	90.2%	65.2%

*Only students at the highest elementary school grade level at this school and their parents were included.